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ing has drawn in this wholly admirable study, and add our confession that this review is entirely inadequate. Our readers will be amply repaid by, not one but several, careful readings of Dr. Spaulding's article. The conclusions follow:

"If the criminal problem is one of treatment of the individual for a deficiency rather than of punishment for the crime committed, the following fundamental provisions for the administration of such treatment are necessary:

"First, adequate provision by the State for the permanent custodial care of all committed cases of mental defect, whether or not they have a court record.

"Second, the establishment of laboratories in our courts and correctional institutions for the study and diagnosis of all offenders.

"Third, the equipment of all our institutions with facilities for classification and treatment of the various types which will remain even after the removal of the most defective. Such a classification will necessitate separate buildings, at least one of which should be equipped for hydro-therapy.

"Fourth, the adoption of an indeterminate sentence which shall enable us to treat patients until they are able to return with safety to the community.

"The physician has it in his power to do much towards educating the public to the need of fundamental measures of reform and to counteract the superficiality that is found among too many of our enthusiastic believers in universal reform. His knowledge of mental and physical defect enables him to see more than a cross section of a subject which is represented by the population at present confined in our penal institutions and to appreciate the social and economic waste which is the result of our base neglect of generations of inefficients in the community."

ROBERT H. GAULT.

EDUCATIONAL STANDARDS FOR MOVING PICTURES.

We call attention to a questionnaire at page 627 in this number of the JOURNAL to which it is hoped every reader will make reply. It is addressed especially to those who are particularly interested in the educational and moral value of moving pictures for children and adolescents. When we recall the fact that thousands and thousands of young people in our cities, large and small, are frequenting the moving picture theatres, we will surely be impressed by the thought that the pictures, for good or ill, are having a tremendous educational influence upon the younger generation. Consequently it will be fairly assumed that when

we are giving so much attention to educational standards in the schools, we should not neglect thought of standards in out-of-school education. Educational and moral standards in connection with moving pictures are as tangible as similar standards in History and Literature.

Replies to this questionnaire should be addressed to Mr. Orrin Cocks, care of the National Board of Censorship, 70 Fifth Ave., New York City.

ROBERT H. GAULT.